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ABSTRACT

The assessment of strategies for the recruitment of first-time, full-time graduate and first-professional students was undertaken to determine ways and means of attracting full-time black graduate students as part of the state effort to desegregate its higher education system. This report has three parts: a summary of the recruitment strategies, analysis of post-baccalaureate studies enrollment data, and recommendations. The recommendations call for the graduate and professional schools to give careful attention to the baccalaureate recipients pool by major field and to the shifting academic interests of the black graduate students. They also call for the establishment of cooperative programs such that predominantly black institutions may become feeder schools to white graduate and professional schools. Data are taken from the Third Annual Desegregation Status Report, which is based on Fall 1976 enrollments. Appended are reports of Maryland public institutions regarding the recruitment strategies for graduate and first-professional students. The reports are from Bowie State College, Coppin State College, Frostburg State College, Morgan State University, Towson State College, University of Maryland Baltimore County, and University of Maryland College Park. (Author/LBH)

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Assessment of Recruitment Strategies for Other-Race, First-Time, Full-Time Graduate and First Professional Students of the Maryland Public Postsecondary Education Institutions

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BY

Glenwood C. Brooks, Jr. and Javier Miyares
September 30, 1977

This report was prepared by Glenwood C. Brooks and Javier Miyares, Division of Equal Educational Opportunity, Glenwood Brooks, Director. The assessment of strategies for the recruitment of first-time, full-time graduate and first professional students was done to determine ways and means of attracting full-time black graduate students as part of the State effort to desegregate its higher education system.

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I. Introduction and Abstract

The assessment of strategies for the recruitment of first-time, full-time graduate and first professional students was done to determine ways and means of attracting full-time black graduate students as part of the State effort to desegregate its higher education system.

This report has three parts: a summary of the recruitment strategies, analyses of post-baccalaureate studies enrollment data, and recommendations; the recommendations call for the graduate and professional schools to give careful attention to the baccalaureate recipients pool by major field and to the shifting academic interests of the black graduate students; they also call for the establishment of cooperative programs such that predominantly black institutions may become feeder schools to white graduate and professional schools.

A limitation of this report is that it addresses the full-time graduate and first-professional enrollment only. The data are taken from the Third Annual Desegregation Status Report, which is based on Fall 1976 enrollments.

II. Present Recruitment Strategies

The recruitment of other race graduate and professional school students varies according to the role and mission of the institutions. The University of Maryland offers a comprehensive array of graduate and professional programs leading to Masters, Doctoral and First Professional degrees at its Baltimore City, Baltimore County and College Park campuses. The State Colleges and Universities, with the exception of St. Mary's College, offer graduate programs at the Master's level; in addition, the University of Baltimore Law School offers a first professional degree in Law. Education attracts the largest percentage of the graduate students enrolled in the State Universities and Colleges. The large majority of graduate students enrolled in the State Universities and Colleges (except in the University of Baltimore Law School) are pursuing part-time studies. Eighty (80) percent of the graduate and first professional students in public institutions pursuing full-time studies are enrolled in the University of Maryland.

At the State Universities and Colleges, graduate school administrators are responsible for recruitment. Recruitment activities include visiting undergraduate institutions, visiting the annual convention of the Maryland State Teacher's Association, and advertising course offerings by means of newspapers, radio, and television. The State Universities and Colleges recruit mainly in-State.

The University of Maryland employs specific strategies for the recruitment of other race students. At least one staff person or committee of each campus is involved directly in the recruitment of other race students. Recruitment activities include visiting undergraduate institutions, attending conferences, and advertising in the newspapers, radio, and television. Faculty, governmental installations, professional associations and businesses and civic leaders are utilized to identify potential other race graduate and first professional school candidates. Special workshop sessions are held for other race students to encourage them to continue their studies and to provide information on graduate and professional school financial aids. The University of Maryland recruits on both an in-State and out-of-State basis.

The materials used in the recruitment of graduate and first professional school students typically include catalogs, bulletins and individual brochures which include admissions and financial aid information. Several graduate departments, schools, institutes and centers and professional schools of the University of Maryland have developed special brochures designed for use by minority students.

The State provides funds to encourage graduate and first professional students to attend institutions where their race is in the minority and who have demonstrated financial need.

III. Graduate and First Professional Enrollment

a. Full-time Graduate and Professional Schools Enrollment: 1970-1976 and 1980 Projections

Trends in the racial composition of full-time graduate and first professional students of the State public institutions for years 1970, 1974, 1976 and projected ranges for 1980 are shown in Table 1. (The projected ranges of black graduate and first professional students are taken from the State Desegregation Plan.) Black graduate and first professional students comprised 9.1% (644 of 7,086) of the total fall 1976 enrollment. In the predominantly white institutions, the black enrollment comprised 6.5% (441 of 6,751), while in the predominantly black institutions full-time black graduate and first professional students comprised 60.6% (203 of 335). By segments, black students made up 37.4% (225 of 602) of the State Colleges/Universities, 4.4% (127 of 2,864 of the University of Maryland; and 8.1% (292 of 3,620) of the Professional Schools. These compare with the 1980 projected ranges of 17-20% for the State Colleges/Universities, 9-13% for the University of Maryland, and 14-18% for the Professional Schools. The State Colleges/Universities show an increase of 54.1% (146 to 225) black students between years 1970 and 1976, the University of Maryland a decrease of 27.8% (176 to 127), and the Professional Schools an increase of 119.5% (133 to 292). In order to reach the statewide projected 1980 black enrollment, black full-time graduate and first professional students would have to increase by 69-122% over the next four years, compared to a 27% increase needed to reach the projected 1980 graduate/first professional enrollment for all students.

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1 - In this paper, we have excluded the professional schools at UMAB from the figures for the University of Maryland; UMAB, together with the University of Baltimore Law School, is reported under Professional Schools.

b. Trends in Full-time Graduate and First Professional Enrollment by Major Fields

Three years trends (1974 through 1976) of Black and All Students full-time graduate and first professional enrollment by major field in the State public institutions are presented in Table 2. Some major fields with a small proportion of students have been collapsed. This table shows the "within group" enrollment distribution; i.e., the proportion of black students in a given field over the total number of black students. The enrollment distribution for all students is presented for comparison purposes.

Some trends can be detected:

a. There is a decrease in the proportion of black students who enroll in the fields of Education and the Social Sciences;*

b. There is an increase in the proportion of black students who enroll in the fields of Business and Management, Health Professions and Public Service.*

c. There is an increase in the proportion of black students who enroll in the professional schools, especially in Law.

d. The black students "within group"** enrollment distribution seems to be approaching the all-students' distribution: a smooth distribution with no field dominant.

e. The "hard sciences" (Biological Sciences, Physical Sciences, Mathematics and Engineering) still attract a very small proportion of black graduate students.

Awareness of these shifts of interest in black students pursuing post-baccalaureate studies could help graduate and professional schools recruit black students: emphasis may be placed on those areas in which black students are showing increasing interest. At the same time, graduate schools should develop programs to attract black students to the "hard sciences" and other areas where they are underrepresented.

* While these trends also hold for all students, they occur more markedly among black students.

** As defined above.

c. Baccalaureate Recipients and First-time, Full-time Graduate Enrollment by Major Field

Table 3 indicates the numbers and percentages of black students who received bachelor degrees in various fields of study from Maryland public post-secondary institutions during the period of July 1975 to June 1976; it also includes the numbers and percentages of full-time black graduate students who enrolled for the first time in the State's public institutions in Fall 1976; for reference purposes, the table also includes percentages of black students who received Bachelor degrees in various fields of study in the nation (from both public and private institutions) during the period July 1973 to June 1974.

The Baccalaureate degree recipient pool of students is a general index of student interest in and academic preparation for the several major fields, and may be useful for the purpose of recruiting black graduate school candidates. For example, 19% of the Baccalaureate recipients who majored in Mathematics were blacks, but only 6% of the first-time enrollees (the following Fall) in Graduate School in Mathematics were black. Biological Sciences, Letters, Mathematics, and Public Service are areas where a qualified pool of black students exist (as measured by obtaining a Bachelor degree in those areas), which could be tapped for graduate school enrollment.

IV. Assessment

1. To the extent that institutions wish to establish goals for black enrollment in graduate shcool, consideration should be given to the variations in the Baccalaureate recipients pool among major fields in order that realistic expectations for recruitment can be established.

2. Recruitment should place emphasis on the diversity of fields in graduate and first professional schools, particularly with regard to the shifting interest of black students and to the Baccalaureate recipients pool by major field.

3. Recruitment would be aided with the development of cooperative programs between the undergraduate and graduate and professional schools; these programs should be such that predominantly black institutions may become feeder schools to the predominantly white graduate and professional schools. [2]

2-It should be pointed out that black institutions with graduate programs already have a sizeable other race full-time graduate enrollment (cf. Table 1).

Table 1

TRENDS IN RACIAL COMPOSITION OF FULL-TIME GRADUATE AND FIRST PROFESSIONAL STUDENTS

1970, 1974, 1976 AND PROJECTED 1980 RANGES*

MARYLAND PUBLIC POSTSECONDARY INSTITUTIONS	1970			1974			1976			1980 PROJECTED RANGES		
	NUMBER OF STUDENTS TOTAL	BLACKS	% BLACK	NUMBER OF STUDENTS TOTAL	BLACKS	% BLACK	NUMBER OF STUDENTS TOTAL	BLACKS	% BLACK	NUMBER OF STUDENTS TOTAL	BLACKS	% BLACK
PREDOMINANTLY WHITE INSTITUTIONS:												
Frostburg State College				14	1	7.1	22	0	0			
Salisbury State College				0	0	0	60	8	13.3			
St. Mary's College				0	0	0	0	0	0			
Towson State University				56	13	23.2	181	14	7.7			
University of Baltimore				58	5	8.6	4	0	0			
Sub-Total State Colleges				128	19	14.8	267	22	8.2			
Univ. of Maryland-College Park				2895	165	5.7	2772	121	4.4			
Univ. of Maryland-Baltimore County				71	4	5.6	92	6	6.5			
Sub-Total U of Maryland				2966	169	5.7	2864	127	4.4			
Univ. of Maryland Baltimore City				2506	246	9.8	2781	262	9.4			
Univ. of Baltimore Law School				932	10	1.1	839	30	3.5			
Sub-Total Professional Schools **				3438	256	7.4	3620	292	8.1			
Total White Colleges				6532	444	6.8	6751	441	6.5			
PREDOMINANTLY BLACK INSTITUTIONS:												
Bowie State College				6	2	33.3	4	0	0			
Coppin State College				226	175	77.4	144	112	77.8			
Morgan State University				186	119	63.9	187	91	48.6			
Sub-Total State Colleges				418	296	70.8	335	203	60.6			
Univ. of Maryland Eastern Shore				0	0	0	0	0	0			
Total Black Colleges				418	296	75.6	335	203	60.6			
ALL INSTITUTIONS COMBINED												
State Colleges and University	344	146	42.4	546	315	57.7	602	225	37.4	1800	306-360	17-20
Univ. of Maryland	3639	176	4.8	2966	169	5.7	2864	127	4.4	4500	405-585	9-13
Professional Schools**	1933	133	6.9	3438	256	7.4	3620	292	8.1	2700	378-486	14-18
GRAND TOTAL	5916	455	7.7	6950	740	10.6	7086	644	9.1	9000	1089-1431	12-16

* Data for graduate and first professional level students by institution is not available for 1970 or 1980 projected ranges; the 1970 and 1980 figures reported here are taken from the Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State, February, 1974.

** Professional schools totals include UMAB (graduate and professional school students) for 1970; UMAB (graduate and first professional students) and University of Baltimore Law School for 1974, 1976, and 1980 projections. The University of Baltimore became a public institution in 1975.

Table 2

BLACK AND ALL STUDENTS FULL-TIME GRADUATE ENROLLMENT
by Major Field* in Percentages, 1974-1976**

Major Field	1974		1975		1976	
	Black (N=656)	All Students (N=6846)	Black (N=665)	All Students (N=7048)	Black (N=623)	All Students (N=6930)
Arts and Humanities	2.4	4.7	2.1	4.6	2.7	4.6
Biological Sciences	1.1	3.4	.9	3.6	.5	4.2
Business and Management	1.7	2.4	10.1	3.5	7.4	3.2
Education	38.3	12.3	34.7	13.6	22.2	10.3
Engineering	1.1	2.9	.5	2.8	.3	3.2
Health Professions	3.7	2.4	3.2	3.1	5.3	4.2
Library Sciences	2.7	3.4	1.2	2.7	1.8	2.6
Mathematics and Physical Sciences	1.1	7.4	1.1	7.0	.8	6.4
Psychology	2.3	2.2	2.0	2.2	2.9	2.4
Public Science	9.6	6.7	9.2	6.7	12.4	7.7
Social Sciences	7.2	6.4	8.6	6.0	5.5	5.3
Other Fields	2.7	4.3	2.4	4.7	5.3	5.2
First Professional:						
Dentistry	4.7	7.6	4.7	7.4	5.8	7.7
Medicine	5.0	8.9	5.3	9.4	6.3	10.1
Law	16.5	24.8	14.3	22.7	21.0	23.1
Total	100	100	100	100	100	100

*Major fields taken from the taxonomy used by HEGIS, except that Fine Arts, Foreign Language and Letters are combined into Arts and Humanities; and Agriculture, Architecture, Area Studies, Communications, Computer Science, Home Economics and Interdisciplinary Studies are listed in the Other Fields Category.

**Excludes students with unknown or "miscellaneous" major field.

Table 3

Baccalaureate Recipients and First-Time, Full-Time Graduate Enrollment by Major Fields

Major Field	Baccalaureate Recipients: National[1] % Black	Baccalaureate Recipients: MARYLAND[2] Total	Black	% Black	First-Time, Full-Time Graduate: MARYLAND[3] Total	Black	% Black
Agriculture & Nat. Res.	**	263	4	(1.5)	28	1	(3.6)
Architecture & Env. Res.	1.7	29	1	(3.4)	4	2	(50.0)
Area Studies	**	59	0	-	9	0	(0)
Biological Sciences	3.6	672	61	(9.1)	78	0	(0)
Business & Management	4.9	1,811	250	(13.8)	72	12	(16.7)
Communications	**	295	18	(6.1)	8	0	(0)
Computer Science	**	83	8	(9.6)	21	0	(0)
Education	7.9	2,151	452	(21.0)	194	38	(19.6)
Engineering	1.8	263	4	(1.5)	50	0	(0)
Fine Arts	*	346	24	(6.9)	26	4	(15.4)
Foreign Languages	*	111	15	(13.5)	15	1	(6.7)
Health Professions	6.4	991	91	(9.2)	103	11	(10.7)
Home Economics	4.2	303	32	(10.6)	21	2	(9.5)
Letters	3.3	511	65	(12.7)	51	1	(2.0)
Library Science	**	-	-	-	65	3	(4.6)
Mathematics	4.6	225	43	(19.1)	32	2	(6.3)
Physical Sciences	2.7	184	14	(7.6)	76	1	(1.3)
Psychology	4.8	716	80	(11.2)	46	7	(15.2)
Public Service	18.3	298	99	(33.2)	221	33	(14.9)
Social Sciences	7.2	1,786	326	(18.3)	103	10	(9.7)
Interdisciplinary Studies	**	2,000	84	(4.2)	1	1	(100.0)
Miscellaneous Areas, Unknown	3.9	11	0		10	3	(30.0)
TOTAL		13,108	1,671	(12.7)	1,234	132	10.7

* Major Field combined with others and shown in the Miscellaneous Areas Category.

** Major Field combined with others and shown in the Letters Category.

1 - National data were taken from Stelsek and Gomberg, Bachelor's Degrees Awarded to Minority Students 1973-74, Higher Education Panel Reports, American Council on Education, 1977 (24). It refers to degrees granted from July 1973 to June 1974.

2 - Degrees granted from July 1975 to June 1976.

3 - First-time, Full-time Fall 1976 enrollment in Maryland Public Postsecondary Education Institutions.

APPENDIX

Reports of Maryland Public Institutions
Regarding their Recruitment Strategies
of Graduate and First-Professional Students

Bowie State College

BOWIE, MARYLAND 20715

May 8, 1976

MEMO

TO: Mr. Joseph Brandon, Staff Specialist
Board of Trustees of Maryland State Colleges

FROM: Dr. H. V. McAbee, Dean of Graduate Studies
Bowie State College

SUBJECT: Assessment of Recruitment Strategies for "Other-Race" and Professional School Candidates

1. The Graduate Admissions Officer regularly attends"career days" sponsored by Bowie State College and four or five other colleges and universities in this area to assist in apprising undergraduate students of graduate study opportunities at Bowie State College. She also helps man an information booth, along with Development Office personnel at the annual convention of the Maryland State Teachers Association. Schedules, catalogs, and registration information are sent regularly to all schools in Prince Georges, Ann Arundel, Charles and Calvery County Public Schools. The Adler-Dreikurs Institute programs have been advertised widely and throughout the nation via newsletters of various Adlerian groups throughout the country, and throughout the nation via newsletters of various Adlerian groups throughout the country.

2. Financial resources available include only the printed materials routinely produced for the conduct of the program in the Division of Graduate Studies and the time of the Admissions Officer for attendance at the convention and career days mentioned above.

3. The target population has been primarily the four Maryland counties listed above with a few from Northern Virginia, Washington, D. C., Deleware, and other nearby Maryland counties. A secondary target has been students and practitioners in the Adlerian movement. These include many from other states, Canada, and in time, from Europe and the Near East. These persons will be "other-race" for the most part.

4. We hope to recruit many other-race candidates from the parole and probation field, Youth Service Bureaus, and drug abuse out-patient clinics in addition to the targets listed in 3 above.

5. Materials are made available include the Graduate Catalog, Schedule of Classes for each semester, a brochure on The Adler-Dreikurs Institute of Human Relations programs, program objectives and requirements in each area of concentration for which the masters degree is awarded.

6. None

7. As the black-white ratio in the graduate program is almost exactly evenly divided, I see little need for an extra effort to recruit other-race students at this point. Evidently, what has been done in the past has resulted in a most propitious distribution of students from the two major ethnic groups involved.

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MAY 27 1976
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COPPIN STATE COLLEGE
2500 WEST NORTH AVENUE
BALTIMORE, MARYLAND 21216

GRADUATE DIVISION

May 27, 1976

To: President Calvin W. Burnett

From: Geraldine R. Waters
Acting Dean of Graduate Studies

Re: Assessment of Recruitment Strategies for "Other Race" and Professional School Candidates

1. Strategies used in the recruitment of other race graduate candidates include the following:

   a. Visitation by faculty members in graduate departments, to schools heavily staffed with white faculty members.

   b. Coordination of off campus offerings in counties such as Harford and Cecil to accommodate other race students in need of our graduate level offerings.

   c. Coordination of periodic mailings of bulletins, semester schedules and brochures to a wide range of applicants and prospective applicants.

   d. Coordination of periodic school visits by admissions officer to promote graduate programs.

   e. Publication of newspaper ads publicizing course offerings at the graduate level.

2. Resources available to graduate recruitment would include:

   a. Limited funds for publication of brochures in general graduate division budget.

b. Limited funds from Title III Recruitment Grant for graduate program brochures.

3. The target population for recruitment of other race graduate candidates would include Baltimore City and the various counties of Maryland, Washington, D.C. Virginia and Delaware.

4. The sources from which we hope to recruit other race graduate candidates would be from Towson State University and University of Maryland. Many students from Towson and University of Maryland are recruited on the basis of their interest in our graduate programs of certification in the area of Special Education.

Students in our Innovative Program in Rehabilitation Counseling are recruited from Delaware, Washington and Virginia. There is a concerted effort to achieve a substantial racial mix in the selection of students for this particular program.

6. There are LEEP funds available for students employed in law enforcement agencies who wish to pursue a graduate program in Criminal Justice.

Students can also avail themselves with fellowships in the areas of Special Education and Rehabilitation Counseling. There is a definite effort in the recruitment of fellowship students to achieve a reasonable racial mix.

Frostburg State College

Assessment of Recruitment Strategies for "Other-Race" Graduate and Professional School Candidates

1976

1. A. The goal of the Graduate Program at Frostburg State College is to provide post-baccalaureate instruction in, but not limited to, those professional fields which not only demonstrate indentifiable need but which also are commensurate with the academic resources of the College. Given that the College is the only state-supported (assisted) post-baccalaureate institution west of metropolitan Baltimore-Washington, one of the objectives of the College's Graduate Program is to provide leadership in the development of graduate offerings which can serve the region's needs. The College currently offers two distinct degree programs: A Master of Education (M.Ed.) degree in twelve areas of concentration, and a Master of Science in Management (M.S.M.) degree. These programs are prepared to give admissions to any student who possesses a bachelor's degree.

B. At the present time, there is no specific strategy developed to recruit other-race graduate students. Frostburg's desegregation plan indicates that other-race graduate students will be recruited from all feasible sources. Currently, the most feasible source for the Master of Science in Education program is our own other-race undergraduate population. Many of the very few black public school teachers in Allegany County, and from neighboring counties and the adjacent states of Pennsylvania and West Virginia, do enroll in the graduate program. The Center for Management Development Program, which offers the M.S.M., recruits primarily in six western Maryland counties and the tri-state region and therefore also attracts only a limited number of other-race students. These students are usually from managerial/administrative positions in industry and governmental/non-profit organizations. In academic year 1975-76, graduate programs enrolled 17 black students -- 16 in the M.S.M. program and one (1) in elementary education. Other minority students included 4 Orientals and 1 Mexican-American. Black students comprised 2.3% of an approximate 724 graduate-student enrollment. All minorities comprised approximately 3% of that enrollment.

2. There are very limited fiscal resources available for recruiting purposes. Advertising is the primary type of recruiting effort. There is only one full-time professional staff member in the graduate office and 1½ clerical positions to administer the programs. Special recruitment strategies have not been developed because manpower is limited and is devoted primarily to routine functions.

3. Advertising is done on a regional (nine-county area) basis and on a state-wide basis. The primary vehicle for advertising is the newspaper, although limited magazine advertising is also done. Direct mailings to schools, businesses, industries and other organizations are regularly undertaken. The target population for the M.Ed. program consists primarily of educators in a multi-state, 10-12 county region. The target population for the M.S.M. program is primarily western Maryland and adjacent parts of Pennsylvania and West Virginia. For the new biological sciences programs, advertising will be directed to state and national populations.

4. Because a large majority of the population of graduate programs will necessarily consist of part-time students, the sources indicated above for recruiting other-race students will continue to be used. Increased availability of financial aids will enhance recruitment of Frostburg's own other-race undergraduate students for graduate programs.

5. Materials which are made available to graduate school candidates are the graduate school bulletin, program brochures and the graduate assistantship application form.

6. For full-time students, there are a limited number of graduate assistantships awarded each year. Of four available assistantships for Academic Year 1976-77, two have already been awarded and several minority students are applying for the other two awards. There are also limited Federal Work-Study and National Direct loan funds for graduate students. There are also one or two scholarships available for regional students.

7. The projected addition of an Associate Director of Graduate Studies, whose responsibilities will include program promotion and recruitment should increase the general graduate enrollment as well as other-race enrollment. However, few students enjoy the luxury of full-time graduate study as campus residents. Since Fall, 1972, minority enrollment in the M.S.M. program has ranged between 8% and 10% because of CMD's educational centers in Hagerstown and Frederick. Minorities in the M.Ed. have approximately reflected extreme western Maryland's minority population. If more minorities within the total State of Maryland are to be recruited, more fiscal resources and manpower are essential. The Other-Race Grant will provide funds only for tuition and fees. Graduate assistantships also cover tuition and fees so that one really cannot supplement the other. For minority students who are not within communiting distance, the only other alternative could be loans. This will not seem very feasible to students who have already accumulated loans as undergraduates.

MORGAN STATE UNIVERSITY
BALTIMORE, MARYLAND 21239

REPORT TO THE MARYLAND COUNCIL FOR HIGHER EDUCATION: ASSESSMENT OF RECRUITMENT STRATEGIES FOR GRADUATE AND PROFESSIONAL SCHOOL CANDIDATES

1. Although the Graduate School continues the emphasis of the University on its historic identity and mission as a predominately black institution and on its special responsibilites as an urban institution, the student body is distinctly cosmopolitan and hetergeneous. Morgan State University continues to seek quality graduate students of all races, sexes, and nationalities. The Graduate School, throughout its history, has a record of successfully attracting other race students to its programs. These successful efforts have been aided by the University's long history of quality and its traditional openness to students of all races, as well as the State's restriction on competition among programs in the Baltimore area. The Graduate School tries to attract promising other race candidates as a part of its overall recruitment program. Recruitment activities, within staff and resource limitations, include the following: 1) visits to undergraduate schools whenever possible; 2) advertising in major area and local newspapers, and other publications; 3) operation of a booth at the annual convention of the Maryland State Teachers Association; 4) providing assistance to departments for their recruitment efforts; 5) mail-out of catalogs and other materials to various groups; 6) informal assistance by the undergraduate

admissions office, office of affirmative action programs, faculty, and staff members when they visit public schools and universities.

2. The resources available to the Graduate School for recruitment are presently limited and are severely strained. Two Graduate School staff members are available for occasional recruitment activities. Funds for advertising and travel are limited. Additional staff support is a pressing need as well as a substantial increase in funds available for travel, advertising, and publications.

3. The prime target population for the Graduate School at Morgan State is the State of Maryland. However, Morgan's undergraduate programs have traditionally drawn strongly from areas outside the State. While the major portion of graduate enrollment should continue to be Maryland residents, it is hoped that the University will be able to attract a number of graduate students from other geographical areas.

4. Other race students are and will continue to be recruited from what ever sources possible. Predominantly white undergraduate schools, public school systems throughout the State, and business firms in Maryland are among the possible sources for other race students who might be attracted to Morgan State.

5. Catalogs, brochures, and other occasional promotional materials are made available to graduate applicants upon

request. (See enclosures)

6. Approximately twenty awards in the form of assistantships, fellowships, and scholarships are presently awarded by the Graduate School. The amount of the awards vary from $2,200 per year, with remission of tuition and fees, to the simple waiver of tuition. The awards are made based upon the quality of the student's previous academic achievement. While an attempt is made to have the racial distribution of the students receiving the awards reflect that of the graduate student body, the Graduate School insists that only qualified and promising students be given the awards regardless of other factors. At present, no financial aid is given graduate students through any federal or state programs. All such resources are exhausted by undergraduate students.

7. Morgan State University has successfully attracted other race students to its graduate programs. This success is reflected in the fact that since its inception in 1964, other race enrollment in the Graduate School has averaged approximately 40% of the graduate student body. Also, approximately 40% of the students obtaining masters degrees from Morgan have been other race students. This success has been based upon hard work by various components of the University. Nevertheless, if success is to continue, additional support will be necessary in the form of staff, funds, and general assistance. Such support, aided by

Morgan State University's positive reputation in seeking other race graduate and professional students, should enable the University to continue its success in this area.

Richard E. Morrell
Admissions & Programs Officer
The Graduate School
April 22, 1976

dpw

cc: Dr. Andrew Billingsley

Towson State College

Assessment of Recruitment Strategies for Graduate and Professional School Candidates
May 1976

Towson State College offers the Masters degree in twelve program areas: M.S. in Biology, M.S. in Instructional Technology, M.Ed. in Elementary Education, M.Ed. in Secondary Education, M.Ed. in Early Childhood Education, M.Ed. in Reading Education, M.Ed. in Art Education, M.Ed. in Music Education, M.S. in Speech Pathology and Audiology, M.A. in Psychology (specialization in Clinical Psychology, Counseling, General Psychology, or School Psychology), M.A. in Geography, and M.A. in General Studies.

The Graduate Division of Towson State College does not, at present, engage in active recruitment of either majority or minority candidates. Courses and programs are advertised in the newspapers and on the radio, in order to remind prospective students of the registration period for the upcoming semester. Graduate Division personnel do not visit undergraduate schools or engage in other direct recruitment.

The target population of the Towson State College Graduate Division is the baccalaureate population of the State of Maryland; more specifically, most of our graduate students are residents of the Baltimore metropolitan area. Previously, the M.Ed. programs, drawing from the public school teachers in the area, were the largest area of the Graduate Division. Recent increases in the M.A. and M.S. programs and a trend toward full-time graduate study have resulted in expansion of the non-education Masters program.

Prospective graduate students who inquire to the Graduate Division are furnished with the comprehensive Graduate Studies Bulletin, which includes course and program descriptions, academic regulations, and financial aid information. The Graduate Division is currently preparing individual brochures on each Masters program, which will be distributed along with the Bulletin.

Two recent innovations in graduate programming, the portfolio option and the recognition of in-service teachers' courses, may have an indirect recruitment benefit. Under the portfolio option, a graduate student may submit for evaluation for graduate credit educational experiences undertaken in contexts other than a graduate school. The Graduate Division has now also begun to recognize for credit certain approved in-service courses offered by the Baltimore City and Baltimore County public school systems. Because these two programs offer flexibility in the design of a Masters level program, they may well prove to be useful recruitment tools.

Currently, financial assistance for graduate study is available in the form of graduate assistantships and some limited loans and grants through the Financial Aid Office. The College awards 18 graduate assistantships in academic departments (in 1976-77, there will be 20) and a few additional graduate assistantships in administrative areas (in 1975-76, there were seven). Beginning in Fall 1976, the State has extended the Other-Race Grants to the graduate level, and Towson will be able to give four $1,000 Graduate Other-Race Grants. Since these grants may be

used only for tuition and fees, the College is committing additional monies to provide professional working experience in the appropriate academic or administrative area for the recipients of the grants. This affirmative action commitment on the part of the College insures that the grant recipients not only have the opportunity to earn a Masters degree, but also receive marketable on-the-job experience in their fields.

According to Fall 1975 data, the graduate student population of Towson State College is 8.11% black (8.19% of part-time graduate students and 6.92% of full-time graduate students), whereas the undergraduate student population is 8.19% black (8.69% of full-time undergraduates and 6.94% of part-time undergraduates). It appears, therefore, that the current low-key Graduate Division recruitment methods are enabling the Graduate Division to maintain approximately the same racial profile as the undergraduate population. While we have no immediate plans for more aggressive graduate recruitment, it may be that such plans should be developed. We will continue to monitor the achievement of desegregation goals at the graduate as well as undergraduate level, and will develop any necessary strategies to assure achievement of those goals.

Assessment of Recruitment Strategies for Graduate and Professional School Candidates

The University of Baltimore's Graduate School and Law School utilizes standard recruiting procedures. The Director of the Graduate School visits local college campuses for recruitment purposes. Interviews with students are conducted by the department chairman prior to enrollment. The University has remained urban-centered, job-orientated, and adult-education conscious. The graduate programs are directed to the middle management level person. The mission of the Graduate School is to provide alternative avenues of upward mobility for those seeking new careers. The Graduate programs are career orientated, and they do provide the depth necessary for those desiring to seek a terminal degree.

The University's Law School Director of Admissions regularly visits local college campuses in addition to those campuses with predominately black enrollment. The Director of Admissions participates in various college Career Day's activities for recruitment purposes. The Law School has received $30,000 from the state legislature to award to minority law students. This much needed and overdue money will be a valuable recruitment tool for attracting minority students. A few civic leaders in the minority community have assisted the Director of Law Admissions in the referral and recruitment of minority law students. The producers of Channel 11's T.V. program, North Star invited the Director of Counseling on the show to discuss the University's Law School and the minority student scholarship fund. The show was aired in March and many minority persons have shown an interest in the University Law School. The objective of the School of Law is to provide sound legal education in preparation for its students to become worthy and respected members of the profession. The school seeks to impart not only academic training but to develop the character and integrity necessary to fulfill professional responsibility.

The resources available to the graduate and professional recruitment program are limited at this time. The Director of the Graduate School recruits from local colleges. The Director of Law Admissions solicits assistance in recruiting minority students from the Financial Aid Director, the Director of Counseling, and civic leaders from the minority community. The Director of the Graduate School has one assistant and the Director of Law Admissions does not have an assistant at this time. The Director of Law Admissions will have a law minority relations counselor to assist him in recruiting minority students. This position was recently approved, and it shall be filled in one month's time. It must be mentioned that our graduate programs are relatively new. The graduate programs are available for the part-time evening student. At this time, there are no full-time graduate programs. This is a hinderance to the recruitment process. Many minority students will choose other institutions that can offer full-time graduate programs.

The goal established in the state plan for minority students in the graduate and professional programs at the University of Baltimore involves the achievement of a 14-18% enrollment by 1980. Our success in meeting this goal will be predicated upon both the addition of graduate and/or professional programs consistent with the mission of the University of Baltimore. Bowie, Coppin, and Morgan State University as predominately Black undergraduate institutions will continue to be the focus of the Black student recruitment thrust.

All recruitment literature explaining the University's Graduate Programs and Law School are made available to all students. Students are strongly encouraged to contact various department chairpersons to discuss program requirements.

We have $4,000 in Graduate Other Race funds, and we have $30,000 in Professional Other Race funds for FY77. I feel that these two programs will greatly aid in the recruitment of Other Race Graduate and Professional students. This year we have had only Loans and Work Study funds for Graduate students, and a very limited amount of Grants for Professional students. Because of this lack of Grants, I feel that it has been especially hard to recruit students into the University of Baltimore Graduate and Professional School. Also, many institutions offer Fellowships and Graduate Assistantships which pay full-tuition plus a monthly living allowance.

Listed below is the breakdown of funds made available to Graduate and Professional students by Total and by Other Race recipients.

OTHER RACE, GRADUATE AND PROFESSIONAL FUNDS

FY75

GRANTS		LOANS		STUDENT EMPLOYMENT	
#	$	#	$	#	$
13	1200	10	4000	2	3480

FY76 (estimated)

GRANTS		LOANS		STUDENT EMPLOYMENT	
#	$	#	$	#	$
12	14,500	10	4000	4	3600

FY77 (estimated)

GRANTS		LOANS		STUDENT EMPLOYMENT	
#	$	#	$	#	$
35	34,000	15	6000	10	10,000

TOTAL GRADUATE AND PROFESSIONAL FUNDS

FY75

GRANTS		LOANS		STUDENT EMPLOYMENT	
#	$	#	$	#	$
11	3700	141	21,543	30	16,000

FY76 (estimated)

GRANTS		LOANS		STUDENT EMPLOYMENT	
#	$	#	$	#	$
12	14,500	10	16,000	35	18,000

FY77 (estimated)

GRANTS		LOANS		STUDENT EMPLOYMENT	
#	$	#	$	#	$
35	34,000	15	6000	40	25,000

When full-time graduate programs are offered, the recruitment process will be improved and the graduate programs will attract more minority persons.

The Law School recruitment efforts will be greatly enhanced with the addition of the Law minority relations counselor to assist the Director of Law Admissions. Recruitment methods used are very similar to that of other local colleges.

RCT:dmk
cc: Ralph Jones, Chairman of the Multi-Racial Coordinating Committee

MAY 20 1976

May 18, 1976

RECRUITMENT STRATEGIES FOR OTHER-RACE GRADUATE SCHOOL CANDIDATES
UMBC

1. The strategies being used to recruit other-race candidates to graduate school at UMBC include distribution of recruitment materials to predominately other-race campuses, and visits to such campuses by UMBC personnel.

a.) The attached posters on UMBC's Graduate Fellowships for Minority students and UMBC Graduate School Catalogue were distributed to all predominately black colleges in the nation.

b.) The Director of Graduate Studies and a number of UMBC Graduate Faculty members attended Graduate School and Professional School Days at Morgan State and Coppin State Colleges to recruit black graduate students.

c.) Mr. Mike Fisher, Assistant to the Chancellor for Human Resources, visited a large number of black campuses in Maryland, Virginia, North Carolina, Delaware and Pennsylvania to recruit black students for the graduate program in Applied Mathematics and other graduate programs at UMBC. This recruiting effort was so successful that it will be expanded next year.

d.) Many departments have had faculty members visit black schools in the vicinity to recruit black students.

2. Up to the present most of the resources for recruiting have come out of the Divisional budgets. Next year the Vice-Chancellor for Academic Affairs is making available $2,000 from his budget to support recruitment visits to black schools in this part of the country.

3. We would welcome other-race students from any part of the country, and have mailed literature on our programs to all 48 states, but personal visits have been limited to Maryland and 5-6 neighboring states.

4. We are realistically trying to recruit minority graduate students from our own undergraduate population and from neighboring predominately black undergraduate institutions.

5. Catalogue, brochures on the individual graduate programs, and information on financial aid are made available to graduate school candidates.

6. UMBC has available for other-race students:

4 Graduate Fellowships-Stipend is $3,000 plus remission of all tuition and most fees.
3 Other-Race Grants - $1,000

In addition other-race students are eligible for the Graduate Assistantships available in most departments.

7. UMBC has a particular problem in recruiting graduate students in that the university is not well known, and its graduate programs not well established. considering these facts we have done quite well in recruiting minority graduate students for 1976-77. Four fellowships have been filled with well qualified graduates of Morgan State, College Park, Delaware State and Norfolk State. Visiting other-race campuses seems to be the most successful recruitment technique and we plan to step up this activity in the future.

The University of Maryland Baltimore County

umbc

JUN 1 1976

The Graduate School
University of Maryland Baltimore County

announces

Graduate Fellowships
for
Minority Students

Fellowships Available — Two graduate-school fellowships are available for the academic year 1975-76. The stipends for these fellowships is $3,000 for the academic year plus remission of all tuition and most fees. The only obligation of fellowship holders is that th devote themselves full-time to their graduate studies. The fellowships are renewable if academic performance is satisfactory.

Fields of Study — At present the following graduate degree programs are available at UM

Applied Mathematics — M.S., Ph.D.
Biology-Health Sciences — M.S., Ph.D.
Biological and Medicinal Chemistry — M.S.
Community-Clinical Psychology — M.A.
Policy Sciences — M.P.S.

How to Apply — Minority students desirous of applying for one of these fellowships shou complete the usual application forms for admission to the UMBC Graduate School and f financial aid and indicate on their application that they desire to be considered for these special fellowships. All the usual requirements for admission to Graduate School must l satisfied. Because of the lateness of the date at which this program is being announced, the deadline for applications has been set at June 15.

Teaching Assistantships — In addition to these special fellowships, Teaching Assistantsh are available in all graduate programs. These pay $3,300 plus remission of tuition for 15-2 hours of assistance in laboratories and problem sessions.

Further information — For application forms for admission and financial aid, or brochures about the individual graduate programs, write:

Director of Graduate Studies and Research
University of Maryland Baltimore County
5401 Wilkens Avenue
Baltimore, Maryland 21228
or Phone (301) 455-2538

It is crucial for the future of graduate education and of this country that we seek out and bring into our universities the blacks, the economically disadvantaged of all races, and the another gifted

UNIVERSITY OF MARYLAND
SYSTEM CENTRAL OFFICE
COLLEGE PARK 20742

OFFICE OF THE
VICE PRESIDENT FOR ACADEMIC AFFAIRS
TELEPHONE (301) 454-2225

Filed
ALC
6/11/76

June 9, 1976

Dr. Sheldon H. Knorr
Executive Director
Maryland Council for Higher Education
93 Main Street
Annapolis, Maryland 21401

Dear Dr. Knorr:

The 1976 Reports on the Assessment of Recruitment Strategies for Other Race Graduate and Professional School Candidates are enclosed for the following University of Maryland units:

University of Maryland at Baltimore
- Dentistry
- Law
- Medicine
- Nursing
- Pharmacy
- Social Work

University of Maryland Baltimore County

University of Maryland College Park

Please do not hesitate to phone Dr. Hohenstein (454-5188) if you have any questions.

Sincerely yours,

R. Lee Hornbake

R. Lee Hornbake
Vice President for Academic Affairs

RLH:CM
Enclosures
cc: Dr. Glenwood Brooks

BALTIMORE COLLEGE OF DENTAL SURGERY
DENTAL SCHOOL
UNIVERSITY OF MARYLAND AT BALTIMORE

OFFICE OF ADMISSIONS
(301) 528-7472

666 WEST BALTIMORE STREET
BALTIMORE, MARYLAND 21201

TO: Mr. Roy Borom
Assistant to the Chancellor

FROM: Dr. Charles B. Leonard, Jr.
Director, Office of Dental Admissions

RE: Assessment of Recruitment Strategies for Graduate and Professional School Candidates - Other Race

DATE: May 28, 1976

1. The Board of Regents has stated that the number of black and other race students should be concomitant with the number in the general population. If our recruitment effort is to be successful, re-education of the general minority population as to the need for preventative dental care and dental practitioners in the minority communities is imperative. The members of the Minority Recruitment Committee utilize visits to area high schools and colleges as well as mail and telephone communications in their effort to achieve their purpose. Since the traditional criteria for application do not always apply to minorities, the Admissions Committee interviews as many minorities as possible to select the best qualified applicant.

   The Operative Goals of the Dental School state that the school should "provide dental manpower to meet oral health care needs by conducting educational programs to provide competent and qualified general practitioners, dental hygienists, and specialty practitioners" and that "through recruitment, pre-admission counseling and admission procedures and in recognition of the need for ethnic and geographic representation, ensure the selection of highly qualified students for admission to the educational programs of the Dental School." These goals may be difficult to achieve with the resources provided to perform the task. More time, effort, and support are needed to insure success.

2. In addition to the manpower contributed by the members of the Minority Recruitment Committee, $1000 per year are available for the committee's work, which includes the support for publishing brochures and other written materials. Another resource available for use in the recruitment process is the availability of eight scholarships from the State Desegregation Funding as indicated below under financial aid.

3. Our target population is primarily the State and occasionally the entire east coast. However, inquiries are received from the entire nation.

4. We try to recruit primarily from predominantly black schools in the State. Consideration is always given, within limits, to out-of-state applicants also.

5. Dental School catalogues, recruitment brochures prepared by the Minority Recruitment Committee, DAT booklets, financial pamphlets, Admissions Committee factsheets, as well as any other literature about dentistry which the Minority Recruitment Committee can procure from national sources, are the written materials that are used.

6. Financial aid is limited. There are eight Other Race Scholarships available each year to students who qualify, ten Desegregation Summer Study Awards for those incoming students who attend a summer program, labor and assistance for two tutors for the summer program, and any other loan sources which are available to any student in dental school who qualifies. The rising costs of living and education coupled with low employment opportunities result in a critical need for more financial aid.

7. These methods are the best that can be utilized for the limited resources which are available. At best, they will serve to make the status quo of ten years ago only slightly better. Unless financial support is increased beyond the present level, it will be difficult for the dental school to provide the necessary "follow-up" support to those minority students who inquire about a dental education. A firm financial base will be a pre-requisite to a successful program of recruitment strategies for other race candidates.

cc: Dr. Errol Reese, Dean
Dr. Warren Morgenstein, Associate Dean
Dr. Elton Maddox, Chairperson Minority Recruitment Committee

UNIVERSITY OF MARYLAND SCHOOL OF LAW
500 WEST BALTIMORE STREET • BALTIMORE, MARYLAND 21201

OFFICE OF THE DEAN PHONE 528-7214

M E M O R A N D U M

TO: Roy Borom

FROM: Everett F. Goldberg

SUBJECT: ASSESSMENT OF RECRUITMENT STRATEGIES FOR MINORITY LAW SCHOOL CANDIDATES

May 27, 1976

1. Description of strategies being used

The strategies used at the Law School to recruit black applicants during 1975-76 included the following: (1) In the fall, admissions personnel and members of the Black American Law Students Association made recruiting visits to many colleges and universities in Maryland, including all with sizable numbers of black students. Some of these visits were to college career days, others were at special sessions set up between undergraduates and representatives of the Law School. At predominantly white schools, a specific attempt was made to reach black students, usually through contacts with minority program advisors. In addition, the director of admissions and a representative of BALSA participated in the day-long prelaw recruitment program set up by the regional Black American Law Students Association in Washington, D.C. (2) The Law School identified blacks interested in law school through the Law School Candidate Referral Service, which provides the names of individuals who have registered for the Law School Admissions Test and Law School Data Assembly Service. Invitations to apply were sent to promising candidates on the LSCRS list. (3) A pamphlet describing our minority program (including pertinent aspects of the educational program, statistics on enrollment, and sources of financial aid) was prepared and made available. (4) The Law School hosted a reception for minority applicants and prospective applicants. Participants had the opportunity to sit in on a class and speak with students and faculty. Next month, the Dean will host a reception at his home for accepted applicants and a leading black member of the Bar.

2. Resources available

The financial support for recruitment activities includes that portion of the salary of the admissions director and admissions secretary allocatable to the time they spend on recruiting. The

expenses of recruiting visits and the mid-year reception come primarily from desegregation funds. The Minority Recruitment Officer of the Baltimore City Campus was also of assistance.

3. Target population

Recruiting efforts are aimed primarily at residents of Maryland and graduates of Maryland colleges and universities.

4. Sources of candidates

The Law School recruits students primarily from colleges and universities in Maryland. It also recruits Maryland residents from other schools when there are means available to identify them (such as LSCRS, described in #1 above).

5. Materials

In addition to application forms, etc., copies of the Law School Bulletin and the pamphlet describing the minority admissions program are generally made available. Two published pamphlets which also are made available are "Law as a Career" and "Prelaw Advice for Minority Students", both of which were prepared by the Law School Admissions Council.

6. Financial Aid

Financial aid for law students comes from a variety of sources. The major source is state grant funds, most of which is allocated to black students. Other sources include national student loans, Maryland Higher Education Loans, American Bar Association Loans, Maryland State professional scholarships, Federal work study funds, a limited amount of law school scholarships and loans, and a variety of other relatively small sources such as the Council on Legal Education Opportunity, and Phi Alpha Delta Law Fraternity. To give an example, 25 of the 26 newly entering minority students who applied for financial aid in 1975-76 received assistance. The primary source of funds was state grants, the average grant being $2100. In addition, many of these same students received loans ranging from $500 to $2000 with the average being $800. All these funds are awarded on the basis of financial need. Financial aid is one of the most important recruiting devices. The most valuable aid form is the grant.

7. Assessment

The Law School has used whatever methods have been available over the past several years to increase the number of minority applicants to the Law School. The number of black students at the Law School has increased steadily, and, for each of the past two years, the entering classes have contained 40 black students (16% of total day and evening enrollment in these classes).

The Law School is attracting large numbers of minority applications (e.g., 164 completed applications last year). However, many of these applicants do not have qualifications sufficiently high to permit them to be admitted. On the other hand, some are so highly qualified they are admitted to schools with stronger national reputations, and choose not to come here. In addition, it is clear from the LSCRS report that many highly qualified applicants, including some highly qualified black residents and graduates of Maryland colleges, do not apply here at all. Thus, the Law School needs to attract larger numbers of those applicants with particularly strong qualifications. It is not clear what additional steps can be taken to do this. Certainly it is important to continue those steps described above, as well as our efforts to improve our educational program and the awareness of it on the part of prospective applicants. It is also important to continue our efforts to make black students feel welcome at the school. Although not described above as a "strategy," there is no doubt that the very fact of a large minority enrollment and the special efforts now being made by the school to assist and welcome minority students are aids to recruitment. It would be particularly helpful in this task if the amount of financial aid could be expanded, particularly that which comes in the form of grants. Insufficient financial assistance is a major cause of black student dissatisfaction, and leads to expenditure of time on activities other than law study. Making sufficient funds available is essential if we are to attract highly qualified students.

UNIVERSITY OF MARYLAND
SCHOOL OF MEDICINE
OFFICE OF STUDENT AFFAIRS
BALTIMORE, MARYLAND 21201

MEMORANDUM

TO: Mr. Roy Borom, Assistant to the Chancellor

SUBJECT: Assessment of Recruitment Strategies for Graduate and Professional School Candidates - Other Race

DATE: May 28, 1976

1. Recruitment: In an effort to identify students (other race) the following methods are utilized by the Office of Minority Affairs:

   a. Visits are made to State colleges (Morgan, Bowie, Coppin State, UMES) on a regular basis for recruitment purposes and purposes of counselling. Visits have been made to colleges in nearby states where there is a significant percentage of other race undergraduates with science majors. After the Med Mar list has been received which indicates residents of the State of Maryland who have taken the qualifying medical school examination (MCATS), the members of the Office of Student Affairs involved in minority affairs scrutinizes this list carefully and sends letters and brochures relative to the University of Maryland School of Medicine to all potentially promising candidates on this list. A specific brochure has been designed and will be referred to subsequently.

   b. A major recruitment device for the identification of students is the summer program in Anatomy. During this program, college students are enrolled along with matriculating minority freshmen to take a full course in Gross Anatomy during the summer. This offers the college student the opportunity to learn about the University of Maryland School of Medicine and the ongoing method of curricular study. This system introduces the student into the cultural and academic system and minimizes unrealistic fears and reduces future cultural and academic adjustments. In addition to this, the School of Medicine has identified promising minority students who have not been accepted during the previous admission cycle and invited them to participate in this course. This offers them a chance to demonstrate their effectiveness in handling medical school subject matter as well as provides motivation for these students to achieve at a higher level so that they may be admitted at a future time.

c. Students are recruited on a one-to-one basis in person and by phone as well as by several "career days" and special luncheons which are scheduled by the Office of Minority Affairs during the medical school year. During the time of these meetings, specific items are discussed with prospective students. At that time they are introduced to the requirements for medical school admission, the application procedure, the admission procedure, financial aid, supportive facilities within the school, and the possibility of other health related fields.

d. The brochure for minority students has been mentioned and will be appended to this memorandum. In addition, the school is listed in "The Minority Student Opportunities in the United States Medical Schools" put out by the AAMC.

2. The Office of Minority Affairs Division of the Office of Student Affairs has requested a specific budget for recruitment and retention of $2,500 which excludes the salary of Dr. Harrell, the Assistant Dean for Student Affairs who earns $23,540 per annum, and Ms. Sandra Chappell, the Assistant to Dr. Harrell on 50% time with the Office of Minority Affairs at approximately $6,000 per year, and the secretarial time dedicated to this position which is at the present time at approximately $10,000 per year.

3. Our target population at the University of Maryland School of Medicine is primarily a state population because this is a state institution which gives first priority to its residents.

4. The Office of Minority Affairs attempts to identify Maryland residents located in schools throughout the country particularly state colleges. It is to be noted that beginning this fall, there will be a special program between the University of Maryland School of Medicine and the Morgan State University known as the 3/4 Morgan-Maryland Medical School Program. A special undergraduate three-year curriculum has been designed by a Task Force composed of members of the Morgan State University and the University of Maryland School of Medicine which is acceptable for entrance into the University of Maryland School of Medicine. There are rigorous criteria for excellence within this course study, and it is hoped that Morgan State University can recruit some of the outstanding minority high school graduates into this program. At the end of three years, these students will have very high priority with the Admissions Committee at the University of Maryland School of Medicine if they have successfully completed the curriculum and have met all of the rather stringent criteria of academic excellence within the program. A trial program with incoming freshmen and possibly sophomores will get underway this fall. There will be an overall recruitment of high school seniors this coming year with a full program in operation by the fall of 1977.

5. The materials which are made available to graduate professional school matriculants are (1) the facilities of the Office of Medical Education and the Office of Medical Education Media Library, (2) the special tutorial services offered by the Office of Medical Education and the Office of

Minority Affairs, (3) special personnel who are dedicated to Minority Affairs and the retention of minority students, (4) materials made available by the Office of Minority Affairs for minority students which have proven to be useful for academic success and which have been culled from past courses and examinations, (5) desegregation funds and financial aid, (6) the availability of participation in school government, school societies, as well as a specific society, the Student National Medical Association, which is primarily dedicated to the black medical undergraduate.

6. Financial Aid:

   a. Scholarships - State grant
      Dean's Scholarship
      R.W. Johnson Scholarship
      Health Professions Scholarship
      Endowment and Private Scholarships
      Maryland State Scholarships

   b. Loans - Health Professions Loan
      R.W. Johnson Loan
      Endowment and Private Loans
      Guaranteed Student Loan Program

   c. Desegregation Scholarship

   d. Stipends for Summer Study

   e. Work-Study under the Financial Aid Program

   f. On-campus jobs with the Office of Medical Education (i.e., projectionists, librarians, and summer work)

7. The following methods are recommended for continued and increased effectiveness regarding the recruitment of other race graduates and professional students: (1) more funding for personnel within the Office of Student Affairs and Office of Minority Affairs, (2) expansion of funds for financial aid and scholarships through state and federal grants, (3) increased operating funds for out of state travel for minority recruitment of outstanding Maryland students in out of state colleges, (4) the academic support materials for the minority students.

The key to a successful recruitment process for the University of Maryland School of Medicine basically hinges upon a "personal touch" system prior to entry and after matriculation. The minority students within the University of Maryland School of Medicine must feel satisfied that they are receiving fair and equitable treatment and a very good medical education. This important information will be disseminated throughout the community. In addition, the "personal touch" of recruitment which provides a one-to-one demonstration of interest, enthusiasm, and concern

from the Office of Minority Affairs, the Office of Student Affairs, and the Medical School administration toward the potential minority student will increase the number of students who find the professional environment of the University of Maryland School of Medicine comfortable and acceptable. To satisfactorily perform this "personal touch" system as outlined will require additional funds for personnel, equipment, travel, etc., as mentioned.

Sincerely,

Robert L. Harrell, Ph.D.
Assistant Dean for Student Affairs

Murray M. Kappelman, M.D.
Associate Dean for Student Affairs
and Medical Education

RLH/MMK/mj

cc: Dr. Willard Allen

MEDICAL EDUCATION PROGRAM for minority students

1975

SCHOOL OF MEDICINE
UNIVERSITY OF MARYLAND

Assessment of Recruitment Strategies for Graduate and Professional School Candidates *

1. Please provide a descriptive report of the strategies being used in the recruitment of other race graduate and/or professional school candidates (you may wish to report that faculty visit schools, that interviews with other race students are required, that graduate school personnel visit undergraduate schools regularly, as well as reporting the mission of the graduate and professional schools and the recruiting rationale of the office, etc.).

At the present time, the School of Nursing only recruits for minority students. The primary recruitment activities are conducted by the members of the Committee on Recruitment and Retention of Students from Minority Groups. It is composed of interested faculty and graduate, undergraduate and registered nurse students. In the Committee's annual report for academic year 1975-76 they described their recruitment activities for the year and projected plans for academic year 1976-77. The following is an excerpt from the Committee report:

> Recruitment visits were made by attending day long career opportunity programs that involved statewide high school students. We also participated in the career day activities of one of the local predominately Black Universities. The counselors' and consequently students' misunderstanding of the types of nursing careers is a long standing problem which has persisted in most area high schools. Because of the latter, plus problems associated with scheduling and making visits, the Committee has begun to explore the possibility of open house type activities that would include public school counselors and students. If such activities are feasible, they will take place next Fall possibly to coincide with the School's Bicentennial month and will be in lieu of recruitment visits to individual junior and senior high schools.

The counselling staff of the Office of Admission and Progression serve as recruiters when they counsel minority students. They give expert advice on the prerequisites for admission to the School of Nursing and provide information on the process for applying to the School. There is a full-time and a part-time counsellor on the College Park Campus, a counsellor who spends approximately one day a week on the University of Maryland Baltimore County Campus and a person who maintains phone contacts and periodically visits the University of Maryland Eastern Shore Campus. During academic year 1975-76, two visits were made to the Eastern Shore Campus and frequent phone contacts were made with Dr. Thomas Hopkins the Advisor for pre-nursing students on that campus.

*For the purpose of this Report, the Black American was the focus.

2. Describe the resources available to the graduate and professional recruitment program efforts (limit your comment to fiscal supports of the office. Do not include financial aids to students. These are discussed under Item 6 below).

See attachment.

3. Discuss your target population (is your target population State or National)?

Recruitment activities focused on persons who attend black high schools located either throughout Baltimore City or in counties surrounding Baltimore City and Washington, D.C. Recruitment also takes place in Maryland's Junior colleges, four year colleges, and its university system.

4. Describe the sources from which you hope to recruit other race graduate and professional school candidates (for example indicate if you recruit other race students from the predominantly black undergraduate institutions, if you utilize out of State sources, etc.).

Continued efforts will be made to recruit from the high schools in the Baltimore-Washington corridor and from Maryland institutions of higher education. Recruitment for minorities other than Black American is done using same methodologies and setting as for Black Americans.

5. Please indicate the materials that are made available to graduate and professional school candidates.

The three basic documents available to the potential candidate of the School of Nursing are as follows:

1. Pamphlet describing the program (Especially used on the University of Maryland College Park Campus).

2. The School Bulletin.

3. Fact sheet on the admission "rules" and process.

6. Please indicate the financial aids which are made available to graduate and professional school candidates. Please earmark those financial aids which are particularly useful in the recruitment of other race graduate and professional students.

Financial Aid money is provided to assist students in economic need. The sources of aid which have positive influence on recruitment of minorities are listed as follows and are ranked according to weight of positive impact.

1. State grant and aid program.

2. Basic grant program (BEOG).

3. Dean's scholarship.

4. Desegregation grant.

For specific information regarding these financial aid resources contact Mr. Jim Forsyth at extension 7347.

7. Please provide an assessment of these methods and recommendations for continued effectiveness regarding the recruitment of other race graduate and professional school students.

Statistics show that recruitment of the black minorities to the School of Nursing (UMAB) has improved over the years. The steady increase in admission is shown as follows:

Black Americans - Junior Year (Only)

Year	# Black Americans	Class Size	Percent
1968	4	87	4.5%
1969	5	136	3.7%
1970	9	218	4.1%
1971	8	189	4.2%
1972	12	254	4.7%
1973	21	330	6.4%
1974	25	253	9.9%
1975	27	257	10.5%

For the admission class of 1976 (260) 31 admission letters have been sent (12%). Hopefully all of those invited to attend the University of Maryland School of Nursing will matriculate.

One curricular innovation which we expect to facilitate the attendance and retention of minorities in the program is the initiation of a plan whereby students can extend their studies by 2 summer sessions. This will reduce credit load per semester and allow students more time for study, fun and work.

During the year a personal counselor was employed to work with students, especially the minority student, who indicate a need for academic counselling or for someone to provide assistance in developing strategies to "get ahead" in this large educational system.

ATTACHMENT

UNIVERSITY OF MARYLAND AT BALTIMORE

SCHOOL OF NURSING

The direct costs of travel for faculty on minority recruitment visits are in addition to the indirect fiscal resources invested in faculty activities denoted to recruitment visitations and the functioning of the counselling staff of the Office of Admissions and Progression. Further, stationery, postage and clerical time represent extra fiscal supports to our minority recruitment program.

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School of Nursing
Graduate

MEMORANDUM

TO: Mr. Roy Borom

FROM: Dr. Frieda M. Holt FHolt

DATE: May 27, 1976

RE: Report of Graduate Nursing Program for Assessment of Recruitment Strategies for Other Race Graduate and Professional School Candidates

The graduate nursing program leading to an M.S. degree is offered in the School of Nursing, but is part of the Graduate School of the University of Maryland at Baltimore. Therefore, it is subject to the requirements of the Graduate School including criteria for admission, progression and graduation.

The format of this report follows that requested in your memorandum of May 24, 1976.

1. Strategies being used in the recruitment of other race graduate school candidates

A variety of strategies are used for recruitment of applicants to the graduate nursing program. Foremost is communication of information regarding the program:

a) The school bulletin (catalogue) is distributed to baccalaureate nursing programs.

b) Program description is included in National League for Nursing directory of accredited master's degree programs in nursing.

c) Active membership is maintained in the organization of the Southern Region Educational Board.

d) Faculty participate in Career Days and seek speaking engagements for recruitment purposes in Maryland (and surrounding states as the budget allows).

...e also excellent informal recruiters. For the last two years, students have been sent by the school to the National Black Nurses Association Convention.

f) Personal interviews are used by our program as needed for clarification of applicants' qualifications, interests and career goals.

By far, the best recruitment source for our program has been the satisfied graduate. Our faculty make effort to guide and support students who are admitted so they can successfully complete their master's degree. Students who do not meet the required 3.0 Grade Point Average, but have at least a 2.7 Grade Point Average are admitted provisionally if they can demonstrate potential for graduate study. These students receive academic counseling and faculty support to assist them in handling deficits so they may achieve the level of performance required to maintain the quality standards necessary for leaders in nursing and health care. The variety of program options and the excellence of the graduate faculty (University of Maryland is nationally outstanding in its number of doctorally prepared nursing faculty) are also factors contributing to the attraction of graduate applicants to the nursing program. Because of the tremendous need for nurses prepared at the graduate level for leadership positions, all qualified applicants are accepted. Future quotas may be necessary due to limitations imposed by restrictions on faculty size or clinical facility utilization.

2. Fiscal resources available for graduate recruitment program efforts

Recruitment materials (i.e., School bulletins and brochures) are financed through the state budget. Faculty travel funds for out-of-state recruitment are quite limited; but several baccalaureate programs are within the Washington-Baltimore area so funding is not required.

3. Target population

The primary concern of the graduate nursing program is to meet the needs of Maryland residents, but students are accepted from all over the nation. Applications from qualified foreign students are also sought.

4. Sources for recruitment of other race graduate candidates

Applicants are actively sought throughout Maryland, the Middle Atlantic and Southern states. All baccalaureate nursing programs are included.

5. Materials made available to graduate school candidates

School bulletins (catalogues) from the Graduate School and the School of Nursing are the primary materials utilized. Graduate nursing program brochures have been utilized in the past and currently a brochure is being developed on the new curriculum which will be used. A picture display of program activities and a slide presentation may be used at faculty discretion in recruitment presentation.

6. Financial aide to graduate school candidates

Federal traineeships for graduate nursing education are available for many applicants. These traineeships have provided the major resources for student recruitment. During the last two years the Minority Student Scholarships for outstanding black student (available at University of Maryland) were fully utilized by the graduate nursing program to attract black nurses who would not otherwise have returned to graduate school at this time.

7. The graduate nursing program is dependent on qualified applicants from baccalaureate nursing programs. The need for nursing leaders in all areas of nursing continues and no restrictions in admission of qualified applicants is foreseen at this time. Recruitment efforts are essential, and in our case, somewhat limited by lack of funding, but we have found that ongoing academic support throughout the program provides successful graduates who provide the best recruitment strategy in long term planning.

Two major areas of concern have been expressed by our graduate faculty and students in regard to minority students. The first is related to the Graduate School's admission criteria regarding minimum 2.7 GPA for provisional admission. However, our current statistics on the percentage of applicants accepted reveals no differentiation between white and non-white applicants. The second area of concern is that students who are admitted provisionally may need to spread their studies over a longer period of time. Currently, there is no identified funding to support such students through their "extra" semester of study as full-time students and no funding exists through the School of Nursing for students doing part-time study.

FMH/pam

cc: Dean Marion I. Murphy
Dean William J. Kinnard, Jr.

school of pharmacy
university of maryland at baltimore
618 west lombard street
baltimore, maryland 21201
(301) 528-6586

office of minority affairs

June 2, 1976

TO: Dr. Dean E. Leavitt
Assistant Dean for Student Affairs

FROM: Ms. Bertha Hamilton
Directress of Minority Recruitment

RE: Memo of May 25th, 1976
Assessment of Recruitment Strategies

Assessment of Recruitment Strategies
School of Pharmacy

Key Recruitment Resource

Ms. Bertha Hamilton has been serving as the Directress of Minority Recruitment and Retention since January 5, 1976,

There is also a Minority Recruitment Committee which is composed of faculty, staff and minority students.

Recruitment Strategies

Specific days were scheduled to be at each feeder school (Morgan, Bowie, Coppin, Community College of Baltimore, College Park, University of Maryland Baltimore County, Towson and UMES) for the purpose of talking to student groups as well as individual students.

Chemistry, Biology and Physics professors were consulted to identify minority students that demonstrate potential in the science discipline.

Prospective students were contacted for an interview using the Student Inventory developed by the recruiter.

All eligible candidates were made cognizant of the admission procedure and encouraged to apply.

Frequent and periodic visits were made to the science labs, independent study centers and science libraries of the feeder schools to seek additional students.

A pre-pharmacy club was organized at Morgan State University to provide a base of operation for the students.

Pre-professional club meetings at the College Park campus were attended to make the acquaintance of other prospective students.

A registry of 1976 candidates and future candidates was developed.

Constant communication transpired with these students.

Advertisements via media (campus newspapers, radio stations and posters) took place.

A Minority Student Workshop was held to inform students about the pharmacy profession and to familiarize them with the campus.

Prospective students periodically came to the campus to receive first-hand information from administrators, faculty and students about the pharmacy program.

Follow-ups were constantly done with each minority applicant.

Black pharmacists from the Maryland Pharmaceutical Society served as role-models to enlighten the students about the opportunities pharmacy presents.

Visits were made to high schools on their respective career days to present the opportunities available in the profession of pharmacy.

Target Population

Black students with residence in Maryland who have expressed an interest in a health career and have demonstrated science aptitude were the target population. These students usually attend Maryland State Colleges (Morgan, Bowie, Coppin, Community College of Baltimore, College Park, University of Maryland Baltimore County, Towson and UMES) and other institutions of higher learning.

Literature

The School of Pharmacy catalogue and a list of pre-pharmacy courses along with other brochures entitled: There are Real Opportunities for Minorities in Pharmacy, Career Opportunities in Pharmacy, You in Pharmacy, Pharmacy Serves Everyone and Shall I Study Pharmacy? were distributed to prospective minority students.

Financial Resources

The only funds available for recruitment purposes are:

1. State grant funds
2. Desegregation funds
3. Health professions money (?)
4. Private funds (limited)

These funds can only be awarded to the student after a need assessment has been performed by the financial-aid office.

Assessment/Recommendations

An aggressive but effective approach has been taken to seek capable black students and make them aware of the Pharmacy profession.

Next year, I would like to undertake a more comprehensive approach in recruiting minority students inclusive of communication with the parents of prospective students, advertisement via billboard postings, bumper stickers and other mass media, and a pharmacy contest, dealing with an aspect or topic in pharmacy that would stimulate students.

I recommend that a private scholarship fund be established for minority pharmacy students. Donations would be voluntary from alumni, faculty and staff.

Thirteen Black Americans have been offered admission to the School of Pharmacy for September 1976. Three of the Students are re-admits. Three Black Americans will graduate June 4, 1976.

BH:vg

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school of
social work
and
community
planning

university of
maryland at
baltimore
525 w. redwood street
baltimore, maryland 21201
telephone: 301/528-7790

May 28, 1976

MEMORANDUM

TO: Mr. Roy Borom

FROM: Pearl Moulton

RE: Assessment of Recruitment Strategies for Graduate and Professional School Candidates

1. The School of Social Work and Community Planning has the objective of securing a broad racial, sexual and ethnic balance in its enrollment. To achieve this objective it desires to give every consideration to minority student applications.

The Admissions Committee has instituted the process of visiting all the undergraduate schools in Maryland with particular emphasis placed on visiting schools with a predominantly other race enrollment. The total faculty is involved in this process. Additionally, we set aside one afternoon per week in which we invite other race applicants to the school to talk about the program, meet faculty persons and gain some sense of the school. Since we visit and recruit from all the undergraduate schools in Maryland, a considerable amount of faculty time is devoted to this activity, as well as money needed to travel. The School of Social Work and Community Planning is committed to making its educational resources available to other race persons throughout the State of Maryland.

2. The faculty time and travel expenses.

3. The target population is centered on the State of Maryland.

4. We plan to recruit other race candidates from predominantly black undergraduate schools. At the same time, we plan to recruit from predominantly white schools in which other race candidates have matriculated. We also attempt to recruit at out-of-state undergraduate schools where residents matriculate.

5. We are in the process of producing a minority student brochure to be distributed along with our catalogue. We also send a letter of invitation to all other race applicants.

6. All financial aid resources which the School handles are available to other race applicants. The State Desegregation funds allow us to offer early admission during the summer, including paying tuition and study grants. These funds also allow us to award scholarships of $1,000 to highly qualified applicants. We offer paid field placements and Department of Human Resources grants.

7. Our methods of recruitment have been effective in recruiting qualified other race applicants. We plan to continue along these lines with the hope of continuing to increase the number of other race applicants.

PM:cr

RESPONSE TO THE REQUEST MADE BY THE MARYLAND COUNCIL FOR HIGHER EDUCATION CONCERNING "AN ASSESSMENT OF RECRUITMENT STRATEGIES FOR OTHER RACE GRADUATE AND PROFESSIONAL SCHOOL CANDIDATES" IN TERMS OF THE COLLEGE PARK CAMPUS

Prepared by:

Dr. Archie L. Buffkins
Assistant Dean for Graduate Studies
UNIVERSITY OF MARYLAND
College Park, Maryland

REQUEST:

1. *Please provide a descriptive report of the strategies being used in the recruitment of other race graduate and/or professional school candidates (you may wish to report that faculty visit schools, that interviews with other race students are required, that graduate school personnel visit undergraduate schools regularly, as well as reporting the mission of the graduate and professional schools and the recruiting rationale of the office, etc.).*

RESPONSE:

Strategies used in the recruitment of other race graduate school candidates at the University of Maryland, College Park campus carry a two-fold direction: (a) external approach; and (b) internal approach.

External Approach

A. Visitations to several traditionally Black colleges and universities - in and outside of Maryland - took place. During the visitations, the following activities and involvements were undertaken:

   (1) Conferences (public and private) were held with chief campus executives, chief academic officers, academic department heads and special programs officers with the hope of conveying to them that the College Park Graduate School is receptive to all members (administrators, faculty and graduating seniors) of their institutional communities who are interested in pursuing graduate studies. These conferences were also designed to establish an on-going relationship between the College Park Graduate School and these institutions where cooperative activities may be explored and activated to the betterment of all concerned.

   (2) Group and individual meetings were held with graduating seniors in order to inform them of the many resources, requirements, etc. of the Graduate School.

   (3) Contact was made with the SGA Presidents, Greek organization heads and the Junior Class Officers in order to secure on-going contacts within the total student community with the idea of encouraging students - before they are seniors - to think about coming and preparing themselves for Graduate School with particular emphasis on the College Park campus.

   (4) Personal contact was made with students and parents when there was an obvious interest in Graduate School at College Park and the student's overall academic profile was strong.

B. Visitations to several public schools with a large population of minority faculty and administrators took place. These individuals were encouraged to take advantage of the graduate offerings at College Park. In every school a resource person - advocate - of the College Park Graduate School has been identified.

C. Minority community organizations have been contacted to assist in the new thrust of the College Park Graduate School.

D. Minority community organizations have been contacted to assist in the identification and recruitment of potential graduate students who are not associated with the large employment market.

E. Contacts have been made with several government installations, agencies, etc. in the neighboring communities, particularly when minorities with only an undergraduate degree can be identified.

F. Local non-profit organizations have been contacted for support in the identification and recruitment of potential minority graduate students.

G. Information concerning the College Park Graduate School and its receptiveness to minority graduate students has been mailed to:

(1) traditionally Black colleges and universities;
(2) Black newspapers and radio stations;
(3) minority cultural, social and political organizations;
(4) Black and/or ethnic studies departments in traditionally white institutions;
(5) Black student organizations in traditionally white institutions;
(6) conferences and seminars designed for minorities;
(7) public libraries in large urban areas;
(8) Affirmative Action - Human Relations Officers in large corporations and businesses;
(9) heads of community action programs in the urban areas;
(10) minority leaders who are in the public eye and have been identified by the mass media as being influential in the Black communities;
(11) educational foundations who have been identified as being receptive to minority causes; and
(12) placed in areas (i.e., churches, social halls, etc.) within the minority communities where a large population of minorities congregate.

H. Conferences have been held with several minority religious leaders in the community in an effort to have them bring to their congregations the affirmative approach that is being emphasized by the College Park Graduate School. Several leaders have responded in the positive.

I. Names of minority students have been obtained from the various referral services and students have been contacted by phone or through the mail.

J. Participating in several "Graduate, Professional and Career Day" programs conducted by other undergraduate institutions in Maryland and neighboring states.

K. Developed contacts with minority faculty members and administrators at other traditionally white institutions (basically undergraduate) who can and are willing to assist in the identification and recruitment of minority students on their campus for the College Park Graduate School.

L. Attended conferences and seminars on the problems, trends and practices involved in the recruitment of minority graduate students in order to obtain and exchange ideas with the hope of increasing and improving the strategies being used in the Graduate School at College Park.

Internal Approach (UMCP undergraduate minority students)

A. Contacted by personal letter every minority graduating senior (December 1975 - May 1976), identified by the academic departments, offering the assistance of the Graduate School in exploring the possibilities of graduate studies. Individual conferences were held with each student who responded to the invitation. The response was tremendous.

B. Secured the assistance of several UMCP faculty members in the identification of minority undergraduate students who have displayed certain potentials with reference to being able to successfully become involved with graduate work.

C. Met with selected academic departments to discuss with them major problems and practices that are affecting the retention of minority students in the Graduate School.

D. Assisted several UMCP minority students in their efforts to obtain admission to the professional schools in and outside of Maryland.

E. Established small group workshops on the weekends for UMCP minority senior students who need more time and guidance in organizing their thinking and materials with reference to getting admitted to Graduate School.

F. Met with various"Articulation Committees"and requested their assistance in the identification of UMCP undergraduate minority students who might have the potentials of doing well in Graduate School.

G. Mailed to all areas of the UMCP campus information about the commitment of the Graduate School to the recruitment of minority graduate students.

H. Provided direct input to the various departments, committees, councils, etc. concerning the need for improving the status and increasing the number of minorities receiving financial assistance - in all its forms - to enter and remain in Graduate School.

I. Requested assistance from non-academic personnel within the UMCP community with reference to the identification of potential minority graduate students.

J. Visited undergraduate social and cultural functions where there might have been a large population of minority students.

K. Asked the various Black organizations within the UMCP community to assist in the identification of Black students who are interested in Graduate School.

L. Brought to the campus several Black educators in the immediate area to speak informally to the UMCP Black students about the importance of graduate education.

M. Offered assistance to the various academic departments in terms of the recruitment of minority faculty, because there is a direct relationship to the recruitment of minority faculty and the recruitment of graduate students.

N. The retention of the presently enrolled minority graduate students is directly related to the strategies used in the recruitment of the new minority graduate students, therefore what is being done in our efforts to retain the minority graduate students that we presently have should be stated, which includes some of the following actions:

(1) academic and personal counseling has been provided;
(2) financial assistance (in and outside the University) has been provided;
(3) housing has been secured, yet an improved University policy should be developed;
(4) tutorial assistance has been made available for persons making a request;
(5) many personal problems with racial overtones - identified by the minority graduate students - are being dealt with with speed and from a position of professionalism and mutual respect;
(6) graduating minority graduate students are being assisted in locating and securing employment;
(7) minority graduate students are constantly being advised of sensitive areas that they must observe and analyze in order to be successful in the graduate education arena;

(8) financial support from the Graduate School for the minority graduate student functions and projects (when requested and funds were available) has been in the affirmative, but always not enough.

O. In terms of the mission of the Graduate School and the recruitment rationale of the office, the following observations are being provided:

(1) The Graduate School of the University of Maryland, College Park campus, in all of its complexity and as the major public graduate center in the State, recognizes its overall mission as providing the highest quality of graduate instruction and research in all of its areas of involvement.

(2) The UMCP Graduate School is also aware of the acute shortage of minority people with graduate training and/or degrees. Being sensitive to this situation, the UMCP Graduate School intends to continually increase its efforts to identify, motivate, recruit, retain and graduate minority students both at the master's and doctoral levels.

(3) Because of the campus-wide scope and nature of the UMCP Graduate School, the aforestated rationale is implemented within the context of all academic departments offering graduate studies with the unofficial supervision being given to the Office of the Dean for Graduate Studies.

REQUEST:

2. *Describe the resources available to the graduate and professional recruitment program efforts (limit your comment to fiscal supports of the office. Do not include financial aids to students these are discussed under Item 6 below).*

RESPONSE:

The actual resources available to the Graduate recruitment program efforts were, and are, limited. One full-time professional (with other responsibilities), a secretary and a student assistant make up the basic day-to-day operational staff; however, it should be fully understood that the total staffing under the general supervision of the Office of the Dean for Graduate Studies is, and has been, available in terms of providing supportive and other important services to the total thrust of the recruitment operation for minority graduate students.

Because of the nature and scope of graduate education - academic departmental responsibility and authority - it would not be wise to entertain the idea of a large staff within the Office of the Dean for Graduate Studies to carry out this overall responsibility; however,

operational funds should be increased tremendously in order to develop more sophisticated materials, to do more out of state travel in order to reach the major target population and provide for accompanying activities to reinforce the importance of minority students in graduate education. A detailed budget request could be provided upon request.

The departmental and divisional resources earmarked for assisting in the recruitment of minority students should be more decentralized and a distinction must be made between the funds allocated for undergraduate and graduate minority recruitment with general supervision being given, in a coordinative way, to the Office of the Dean for Graduate Studies with reference to graduate minority recruitment. This could provide a tremendous opportunity for more coordinated efforts, yet allowing for the autonomy and flexibility that are the major ingredients of a quality graduate education program. In addition, a student graduate assistant with specific duties related to minority graduate recruitment, being generally supervised by the Office of the Dean for Graduate Studies, in every academic department offering graduate studies, would facilitate matters tremendously at a minimum cost.

To recapitulate, the overall resources available to the graduate recruitment program efforts are limited and should be expanded.

REQUEST:

3. *Discuss your target population (is your target population State or National)?*

RESPONSE:

In a broader sense, the target population for the recruitment of minority graduate students is the total country; however, the major areas are identified in large urban populations, areas where the traditionally Black colleges and universities are located and, in a small focus, in communities that are identified in response to request 1 in dealing with strategies.

REQUEST:

4. *Describe the sources from which you hope to recruit other race graduate and professional school candidates (for example indicate if you recruit other race students from the predominantly black undergraduate institutions, if you utilize out of State sources, etc.).*

RESPONSE:

Please consult response 1 for the strategies identified and for a description of the sources from which UMCP hopes to recruit other race graduate school candidates.

REQUEST:

5. *Please indicate the materials that are made available to graduate and professional school candidates.*

RESPONSE:

One major piece of material has been produced that is designed to indicate the UMCP Graduate School's receptiveness to minority graduate students; however, all of the normal public relations materials designed to encourage and inform potential graduate students are being used effectively. It has been clearly noticed that many minority graduate students, because of their level of maturity, are turned off by public relations gimmicks that are generally used in the recruitment of high school students for undergraduate education by traditionally white institutions. The College Park Graduate School has approached the use of materials from a position of sophistication and maturity with emphasis on informing rather than indoctrinating.

REQUEST:

6. *Please indicate the financial aids which are made available to graduate and professional school candidates. Please earmark those financial aids which are particularly useful in the recruitment of other race graduate and professional students.*

RESPONSE:

The UMCP graduate student is limited to the below listed financial assistance programs:

(1) The Maryland Fellowships
(2) The Graduate Fellowships
(3) Teaching and Research Assistantships
(4) Student Loans

The "Fellowship and Grants Office" of the Graduate School keeps the graduate students informed concerning private, State, Federal, etc. grants, scholarships and fellowships that become available.

There are no financial programs - under the auspices of the UMCP Graduate School - specifically designed for minority graduate students exclusively. Minority graduate students are eligible for the above programs and are taking advantage of them. The awards for the 1976/77 academic year should reflect an improved picture for minority graduate students.

The newly established "Other Race Grants for Graduate and Professional Students" should also increase the possibilities for an improved picture for the minority graduate students.

REQUEST:

7. *Please provide an assessment and recommendations for continued effectiveness regarding the recruitment of other race graduate and professional school students.*

RESPONSE:

It is obvious from the above descriptive observations and the enrollment statistical data that the UMCP Graduate School is improving its minority graduate students profile; however, a great deal more should and must be done if the true and sincere commitment is to be fulfilled. In a very pragmatic sense, increased funding, as mentioned previously, would facilitate matters tremendously.

In conclusion, although the above activities, involvements, etc. are gradually improving and increasing the presence of minority graduate students on the College Park campus, the ultimate thrust must be to create an overall climate whereby people of all races can feel that the College Park campus is for all of the people based upon mutual respect. Therefore, the major thrust should and must be directed toward eliminating all of the elements of institutional racism. This should be approached with vigor and determination. A position paper by the writer elaborating on this issue - with specific recommendations - is attached or will be provided upon request.

Specific Comments from the Colleges and One School Within the College Park Campus

College of Business and Management

(a) Personal letters have been regularly sent to follow-up interviews by officials of the College with minority students who might be interested in graduate programs in business.

(b) The College has developed and mailed special M.B.A. recruiting posters to 91 predominantly black colleges and universities.

(c) Personal letters have been sent to minority students whose names were provided by the ETS Minority Locator Service.

(d) The College participates in the various Career and Professional Day conferences.

(e) Faculty members of the College have been encouraged to submit the names of qualified minority students for follow-up contacts.

(f) Manpower and financial resources for the recruitment of graduate business students are extremely limited.

(g) Colleagues at other institutions have been contacted for their recommendations of qualified minority students interested in graduate education in business.

(h) Mimeographed recruitment materials have largely been replaced with professionally designed materials.

(i) While significant progress has been made in recruiting minority and women students over the past several years, despite resource constraints, the College fully intends to further strengthen its recruiting efforts.

College of Library and Information Services

(a) The College has an active Minority Recruitment Committee.

(b) An elaborate proposal was developed and submitted to the U.S. Office of Education for support under its fellowship program, which would assist in the recruitment of minority doctoral students. Unfortunately, because of limited funds, the proposal was not funded. Other sources are being explored.

(c) Recently the College received a check of $3,000 from the H.W. Wilson Foundation as part of their continuing scholarship program to library schools. The College awarded $1,000 to each of three students. Two of these were minority (black) students.

(d) Special efforts have been made to include minority students in the College's recommendations for Graduate fellowships.

College of Engineering

(a) The only real strategy used to recruit other race is to recruit through personal contact.

(b) The major thrust has been at the undergraduate level.

(c) A more comprehensive program is what is needed; however, it is economically impracticable.

(d) There are no specific resources available for other race recruitment; however, when funds are available, this area is included.

(e) An other race target population will be determined when a larger recruitment base is identified.

College of Human Ecology

(a) The College is committed to the recruitment of other race students; however, with no financial resources available, it has not been possible to mount a program for recruiting.

(b) The College and its faculty have been, and continue to be, concerned with retention of these students.

(c) The Human Relations Committee of the College has recommended that, in the coming year, a self-study be made of its retention rate and of possible means (within resources) of encouraging a larger enrollment of other race students.

College of Physical Education, Recreation & Health

(a) Faculty members of three departments visit schools and colleges in the metropolitan area in an attempt to recruit students. Upon invitation, talks are made within the state in school and community colleges.

(b) An attempt is made to follow up on leads received by the Graduate School. Our contacts have not been too successful since we are pretty much relegated to the telephone, since we do not have funds for recruitment nor do we have partial loads of faculty specifically identified for this function.

(c) The target population must be local for this College. The exception exists occasionally when recruitment is accomplished by phone and/or by mail. When this happens, the population is national.

(d) Members of the faculty do visit occasionally with universities such as Howard University and Morgan State.

(e) Two departments have a cooperative arrangement with Bowie State involving graduate assistants in both the Department of Physical Education and the Department of Recreation.

(f) Graduate brochure, several mimeo papers, forms, etc. sent out from the Office of the Dean describing programs, procedures, etc.,.

(g) In an attempt to interview all candidates for Graduate Assistantships, we try to involve minority students.

College of Agriculture

(a) The departments within the College have availed themselves of every opportunity to include other race graduate students who are interested in the specific programs.

(b) Departments within the College hold a responsibility for the offering of admission to prospective graduate students. Research and teaching assistantships that are available within the departments are open to the best qualified candidates. If assistantships are not available, the candidates are urged to apply for fellowships, loans or other financial assistance that may be available.

(c) Each department has a prepared announcement of graduate opportunities in their field of study.

College of Journalism
School of Architecture

(a) No official comment was submitted; however, it appears from the overall operation and direct activities of these two units that there is a strong and real commitment to the recruitment and retention of other race students. Furthermore, the official records, with reference to enrollment, would support this observation.

(b) Many of the general strategies identified in the beginning section of this document are being used to facilitate matters in these areas.

College of Education

(a) This College has an impressive record, in terms of other race enrollment; and from this overall profile, it is obvious that every possible strategy is being employed. Because of the many avenues open to this unit, with reference to academic disciplines, it may wish to submit a separate report detailing its activities and involvements.

ADDENDUM

UNIVERSITY OF MARYLAND
College Park, Maryland

Office of the Dean for Graduate Studies

Fall Semester 1975

GRADUATE STUDENT ENROLLMENT DATA BY DIVISION

	Arts & Human.	Behav. & Soc. Sci.	Human & Comm. Resources	Life Sci. & Agric.	Math, Phys. Sci. & Engr.	Unspec. Dept.	TOTALS
American Indian	6	5	18	5	5	3	42
Black American	37	69	182	15	24	7	334
Oriental American	6	14	13	6	22	1	62
Spanish American	18	7	17	5	13	1	61
Total Minority	67	95	230	31	64	12	499
Other U. S.	940	1029	2668	697	1033	132	6499
U. S. Total	1007	1124	2898	728	1097	144	6998
Foreign	58	88	64	73	206	14	503
Male	470	840	1014	555	1165	70	4114
Female	595	372	1948	246	138	88	3387
Total Enrollments	1065	1212	2962	801	1303	158	7501

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PERCENTAGES OF TOTAL ENROLLMENTS

American Indian	.56	.41	.60	.62	.38	1.90	.56
American Black	3.47	5.69	6.14	1.87	1.84	4.43	4.45
Oriental American	.56	1.16	.44	.74	1.69	.63	.83
Spanish American	1.69	.58	.57	.62	1.00	.63	8.13
Total Minority	6.29	7.84	7.77	3.87	4.91	7.59	6.65
Other U. S.	88.26	84.90	90.07	87.02	79.28	83.54	86,72
U. S. Total	94.55	92.74	97.84	90.88	84.19	91.77	93,29
Foreign	5.45	7.26	2.16	9.11	15.80	8.86	6.71
Male	44.13	69.30	34.23	69.29	89.40	44.30	54.80
Female	55.87	30.69	65.77	30.71	10.59	55.70	45.15

UNIVERSITY OF MARYLAND
COLLEGE PARK 20742

OFFICE OF THE
DEAN FOR GRADUATE STUDIES

MAJOR POSITION

The Graduate School of the University of Maryland, College Park campus is aware of the acute shortage of minority people with graduate training and/or degrees. Being sensitive to this situation, the UMCP Graduate School intends to continually increase its efforts to identify, motivate, retain and graduate minority students both at the master's and doctoral levels.

BRIEF SUMMARY OF PAST EFFORTS

The Office of the Dean for Graduate Studies:

- met with selected minority graduate students in order to acquire a better understanding of the problems related to minority graduate recruitment, retention and graduation.
- participated in several "Career Day" programs held on traditionally black college and university campuses in an effort to encourage more minority students to attend UMCP Graduate School.
- visited the homes of selected minority students with strong academic backgrounds to further establish the Graduate School's interest and concern.
- solicited the names of minority students from the various referral services; these students were contacted.
- informed the various departments with graduate programs of certain minority students in order to make direct contact; many of them did.
- conducted a survey dealing with why and how certain decisions were made in the final selection of a graduate school with the hope of improving the graduate recruitment efforts; the survey is being analyzed and the results should be extremely valuable in dealing with the question of minority recruitment.
- requested and received from the academic departments information concerning minority recruitment efforts at the departmental level.
- contacted minority faculty and staff members on the UMCP campus for assistance in the recruitment of minority students.

- developed a supplementary flyer relating directly to minority students within the Graduate School public information materials.

- provided financial support to the Black Graduate Student Association to assist in its efforts to serve black graduate students.

- assisted several minority students with problems related to graduate education and research.

NOTE: The above represents only a few of the efforts made. Many people at the departmental level made personal contributions to the recruitment of minority graduate students and there is no official record.

BRIEF SUMMARY OF PRESENT EFFORTS

The Office of the Dean for Graduate Studies:

- is providing minority graduate students assistance on an individual basis in the areas of: academic advisement; financial aid; referral tutorial assistance; employment; housing; transportation; and research necessities.

- has contacted several presidents and chancellors of traditionally black institutions of higher education requesting their personal cooperation in making the UMCP Graduate School's commitment to minorities known to faculty and staff members who are without graduate training and/or degrees; the response has been overwhelmingly affirmative and direct contacts are being made by a representative of the Dean's office.

- has met with selected members of the faculty in a cross-section of departments where the minority representation is low or absent in an effort to devise several means by which minority students can be identified and recruited; the individuals have been receptive and further progress is expected.

- has accepted several "Career Day" invitations whereby a broader population can be exposed to the UMCP Graduate School's commitment to minorities and the quality of its programs.

- has contacted several public school principals where there is high employment of minorities requesting a date to visit the schools with the hope of encouraging more professional minorities without graduate degrees to consider coming to UMCP.

- has developed an interim questionnaire that will be sent to all academic departments offering graduate training requesting a progress report concerning minorities in their respective programs; this interim questionnaire will deal with 3 areas: what has been done, whas is being done and what is being planned for the future.

- has contacted several corporations and businesses in the neighboring areas where there is a high employment of minorities without graduate degrees; at the present time, no response has been received, but a few telephone calls have indicated an interest.

- has contacted the class presidents at the Junior and Senior level of the traditionally black institutions of higher education in Maryland in order to set up a meeting whereby a new program of recruitment will be developed that has long-range affects; this program would stress the need to identify and motivate the minority students at Junior and Senior levels with regard to the demands and prerequisites of graduate education; the specific details of this "Minority Movitation Program" are being developed.

- is planning a "Conference on Minorities in Graduate Education" in order to get a broader and more comprehensive understanding of the past status and future perspectives on minorities in graduate education; experts from across the country will be invited to attend and participate; it is hoped that the funding will be provided by some foundation.

- has contacted several major corporations and foundations concerning financial aid for minority students in graduate education; no response has of yet been received.

- is planning to work extremely close to the Black Graduate Student Association with the hope of establishing a professional buddy system for new minority graduate students on a continuous basis.

- is planning to explore the possibility of establishing monthly meetings with the academic departments with graduate programs whereby the problems and progress of minority students will be openly discussed with the hope of coming to a collective decision on how to deal with them.

- is planning to assist the various academic departments in the identification of scholars who are members of minority groups and who would also have the credentials, if appointed, to be admitted to the graduate faculty.

- is planning to support campus-wide studies dealing with the entire question of minority students in graduate education.

- is planning to bring to the UMCP campus Senior faculty advisors with the hope of identifying prospective minority graduate students and at the same time familiarize these individuals with the various offerings in the Graduate School.

- is planning to explore a more successful way of recruiting minority students in the UMCP undergraduate programs for the UMCP Graduate School.

- will offer assistance to the academic departments that are in search of teaching and graduate assistants and that are sensitive to the need of bringing minority students into this collective area.

- is planning to visit the various community organizations in the D.C. and Maryland areas in order to talk with minority students and their parents about the receptiveness of the UMCP Graduate School to them and the kinds of opportunities that are available.

- is planning to contact several of the black professional organizations with the hope of securing financial assistance for minority graduate students.

- is developing informational materials to be used in the UMCP Graduate School information package clearly identifying the receptiveness of the Graduate School toward minority students.

- is planning to use every professional media to convey to the minority communities that the UMCP Graduate School is sincerely interested in increasing its minority enrollment.

NOTE: New approaches and avenues will be explored daily to facilitate matters in this area; therefore, the above should be viewed as a beginning without an ending.

RESTATEMENT OF POSITION

The UMCP Graduate School is committed to the recruitment, enrollment and graduation of an increased number of minority group members. We intend to live up to this commitment.